

**RETURN BIDS TO:**  
**RETOURNER LES SOUMISSIONS À:**

Bid Receiving - PWGSC / Réception des  
soumissions - TPSGC  
11 Laurier St. / 11, rue Laurier  
Place du Portage, Phase III  
Core 0A1 / Noyau 0A1  
Gatineau, Québec K1A 0S5  
Bid Fax: (819) 997-9776

**LETTER OF INTEREST**  
**LETTRE D'INTÉRÊT**

Comments - Commentaires

Vendor/Firm Name and Address  
Raison sociale et adresse du  
fournisseur/de l'entrepreneur

Issuing Office - Bureau de distribution  
Training and Specialized Services Division/Division de la  
formation et des services spécialisés  
11 Laurier St. / 11, rue Laurier  
10C1, Place du Portage  
Gatineau, Québec K1A 0S5

<b>Title - Sujet</b> ATTR LEARNING SA	
<b>Solicitation No. - N° de l'invitation</b> W8485-127427/A	<b>Date</b> 2012-04-04
<b>Client Reference No. - N° de référence du client</b> W8485-127427	<b>GETS Ref. No. - N° de réf. de SEAG</b> PW-\$\$ZH-121-24292
<b>File No. - N° de dossier</b> 121zh.W8485-127427	<b>CCC No./N° CCC - FMS No./N° VME</b>
<b>Solicitation Closes - L'invitation prend fin</b> <b>at - à 02:00 PM</b> <b>on - le 2012-04-23</b>	
<b>Time Zone</b> <b>Fuseau horaire</b> Eastern Daylight Saving Time EDT	
<b>F.O.B. - F.A.B.</b> <b>Plant-Usine:</b> <input type="checkbox"/> <b>Destination:</b> <input type="checkbox"/> <b>Other-Autre:</b> <input type="checkbox"/>	
<b>Address Enquiries to: - Adresser toutes questions à:</b> Steele, Brian	<b>Buyer Id - Id de l'acheteur</b> 121zh
<b>Telephone No. - N° de téléphone</b> (819) 956-3569 ( )	<b>FAX No. - N° de FAX</b> ( ) -
<b>Destination - of Goods, Services, and Construction:</b> <b>Destination - des biens, services et construction:</b>  Specified Herein Précisé dans les présentes	

Instructions: See Herein

Instructions: Voir aux présentes

<b>Delivery Required - Livraison exigée</b> See Herein	<b>Delivery Offered - Livraison proposée</b>
<b>Vendor/Firm Name and Address</b> <b>Raison sociale et adresse du fournisseur/de l'entrepreneur</b>    <b>Telephone No. - N° de téléphone</b> <b>Facsimile No. - N° de télécopieur</b>	
<b>Name and title of person authorized to sign on behalf of Vendor/Firm</b> <b>(type or print)</b> <b>Nom et titre de la personne autorisée à signer au nom du fournisseur/</b> <b>de l'entrepreneur (taper ou écrire en caractères d'imprimerie)</b>   <b>Signature</b>   <b>Date</b>	

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**Request for Information regarding**  
**Air Technical Training Renewal**  
**For**  
**Department of National Defence**  
**Process for Responding to RFI**

**1 Background and Purpose of this RFI**

Canada is in the planning process to contract for services for the Air Technical Training Renewal (ATTR) Requirement under the Learning Services Supply Arrangement (LS SA). It is anticipated that a competitive RFP for the ATTR will be issued in the future.

***Suppliers should note that the current LS SOSA refresh is posted on MERX, and that any interested suppliers wishing to become pre-qualified suppliers to provide services under the LS SOSA, must submit proposals in response to solicitation E60ZH-070003/C.***

**2 Nature of Request for Information**

This is not a bid solicitation. This RFI will not result in the award of any contract; therefore, potential suppliers of any goods or services described in this RFI should not earmark stock or facilities, nor allocate resources, as a result of any information contained in this RFI. Nor will this RFI result in the creation of any source list; therefore, whether or not any potential supplier responds to this RFI will not preclude that supplier from participating in any future procurement. Also, the procurement of any of the goods and services described in this RFI will not necessarily follow this RFI. This RFI is simply intended to solicit feedback from industry with respect to the matters described in this RFI.

**3 Nature and Format of Responses Requested**

Respondents are requested to provide their comments, concerns and, where applicable, alternative recommendations regarding how the requirements or objectives described in this RFI could be satisfied. Respondents are also invited to provide comments regarding the content, format and/or organization of any draft documents included in this RFI. Respondents should explain any assumptions they make in their responses.

**4 Response Costs**

Canada will not reimburse any respondent for expenses incurred in responding to this RFI.

**5 Treatment of Responses**

- (a) **Use of Responses:** Responses will not be formally evaluated. However, the responses received may be used by Canada to develop or modify procurement strategies or any draft documents contained in this RFI. Canada will review all responses received by the RFI closing date. Canada may, in its discretion, review responses received after the RFI closing date.
- (b) **Review Team:** A review team composed of representatives of the client (where applicable) and PWGSC will review the responses on behalf of Canada. Canada reserves the right to hire any independent consultant, or use any Government resources that it deems necessary to review any response. Not all members of the review team will necessarily review all responses.

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- (c) **Confidentiality:** Respondents should mark any portions of their response that they consider proprietary or confidential. Canada will treat those portions of the responses as confidential to the extent permitted by the *Access to Information Act*.
- (d) **Follow-up Activity:** Canada may, in its discretion, contact any respondents to follow up with additional questions or for clarification of any aspect of a response.

## 6 Contents of this RFI

- (a) This RFI contains a draft portion of the Statement of Work. This document remains a work in progress and respondents should not assume that new clauses or requirements will not be added to any bid solicitation that is ultimately published by Canada. Nor should respondents assume that none of the clauses or requirements will be deleted or revised. Comments regarding any aspect of the draft document are welcome.

## 7 Enquiries

Because this is not a bid solicitation, Canada will not necessarily respond to enquiries in writing or by circulating answers to all potential suppliers. However, respondents with questions regarding this RFI may direct their enquiries to:

Contracting Authority: Brian Steele  
E-mail Address: brian.steele@pwgsc-tpsgc.gc.ca  
Telephone: (819) 956-3569  
Facsimile: (819) 953-3703

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## **PART A: Statement of Work**

### **Air Technical Training Renewal**

#### **1.0 DEPARTMENT OF NATIONAL DEFENCE (DND/CF)**

##### **1.1 Objective**

- a. To conduct an Instructional Analysis, Instructional Design and Instructional Development of DND's existing Air Technical Training courses in an effort to modernize the Air Technician Training with electronic training delivery and a blended learning solution.

##### **1.2 Background**

- a. The Air Technical Training Renewal (ATTR) Project was initially conceived to modernize CF Air Technician Training in response to Chief of the Air Staff (CAS) Statement of Capability Deficiencies (SOCD) in 2004 and in 2006. The deficiencies identified in the original SOCDs have evolved and were restated by the Commander of 1 Canadian Air Division on 12 December 2008.
- b. CF Air Force technician training has moved from a tasked based to a skills based training continuum, increasing the amount of practical training for aircraft technicians, while minimizing the amount of On-the-Job Training (OJT) required at field units. With the demands for experienced, trained technicians being highly variable based on the demands of operations and technology; production times, time to train, training program costs, flexibility and personnel resources must be optimized. Leveraging training technologies to achieve these optimizations and to act as a force multiplier is no longer a desirable option; it is an imperative.
- c. The current training methods fail to take advantage of modern Blended Learning concepts and are, therefore, time and resource intensive, inflexible, ill suited to the learning style of today's recruit and not conducive to distance learning. In sum, the deficiencies prevent the Air Force from meeting the required level of technician production.
- d. DND is committed to leveraging modern technologies and learning methodologies. The Chief of Air Staff, Director of Air Programs is committed to developing, fielding and supporting an electronic training delivery platform and a blended learning solution. This will enable training to be delivered anywhere, any time, and allow modelling and simulation to bridge the gap between theory and practice. This commitment is stated herein as it will influence the instructional design choices made during the Implementation Phase. The following projects and initiatives will deliver training enablers, courseware and other performance solutions to ATTR:
  - i. The Canadian Advanced Synthetic Environment (CASE) project will provide three dimensional models of air platforms as training assets, as well as virtual maintenance trainers, should the ATTR instructional design process support the requirement for advanced simulation; and
  - ii. The Air Force Integrated Information and Learning Environment (AFIILE) learning management system must be the platform over which the training material is delivered.

##### **1.3 Purpose**

- a. The purpose of this Statement of Work is to describe the tasks to be performed by the contractor in the Implementation Phase of the Air Technical Training Renewal (ATTR) Project. The activities and outputs of the Implementation Phase of ATTR are:
- i. Analysis of the training plans for the courses listed in Para. 5.1.1. and revision to conform to the Air Force Training doctrine as articulated in the Instructional Analysis & Methods Media Selection Process Guide and the Methods and Media Analysis Guide, identified in Para 3.1. This is not a full analysis but an alignment of the contractor's vision of the design approach with that of DND; and
  - ii. Design and development of courseware through the use of OutStart Evolution and other technology approved by DND to support the Air Technical Training Renewal Project.

## **2.0 SCOPE OF WORK**

### **2.1 General Services**

- a. The ATTR work must consist of all phases of the instructional systems design and content development processes. The analysis must be abbreviated because the process is being applied to existing courses that are subject to a continuous validation cycle.
- b. The Contractor must provide the following services on an as and when requested basis in consultation with, and subject to approval of, the Project Authority, through the use of a DND 626, Task Authorization over the period of the contract:

#### **1) Instructional Analysis**

- a. Tasks for the Instructional Analysis include, but are not limited to:
- i. Review the learning outcomes as stated in the Training Plan or implied in the current training documentation;
  - ii. Review and revise the skill and knowledge items listed in the current training documentation to support the learning outcomes; and
  - iii. Review and revise the Performance and Enabling Objectives (POs and Eos) to ensure they are logically structured and sequenced.
  - iv. Evaluating instructional materials for possibility of conversion to eLearning in whole or in part and provide cost estimates of level of effort to convert legacy courseware to eLearning.

#### **2) Instructional Design**

- a. Tasks for the Instructional Design must be carried out in a rapid prototyping model and in accordance with the documents identified in section 3.1 and 3.2 above. The tasks include, but are not limited to:
- i. Preparation of activity assessment plan; a high-level strategy for confirmation that the learners have achieved the required skill and knowledge, IAW GFI;

- ii. Design, amend and/or review learning assessment instruments, IAW Canadian Forces Individual Training and Educational System (CFITES), a detailed test plan of how each EO and PO will be tested, under what conditions and to what standards;
- iii. Recommend appropriate Instructional Methods and Media according to the type of skill or knowledge to be imparted.
- iv. Design documents and scripted storyboards;
- v. Provide the CASE project with estimates of the number and functionality of virtual maintenance trainers
- vi. Create storyboards and develop mock-up or prototype learner experiences (visual, auditory and interactive) that must enable the students to gain the required skills or knowledge.

### 3) Instructional Content Development

- a. Tasks for the Instructional Development are for the production phase of Instructional Systems Design. The tasks will be carried out in a rapid prototyping model and will include, but are not limited to the following:
  - i. Authoring new content or modifying existing content according to the outputs of the Instructional Design process;
  - ii. Creating or adapting media specified in the Instructional Design process; and
  - iii. Evaluating the content for technical performance and learning effectiveness.
  - iv. Contractor to identify their capabilities to carry out IM 1, IM 2, and IM 3 and specify what software they would employ. More specifically, for IM 2 and IM 3, specifically 3D animations must have the capability for forward and back navigation, without resetting the animation, voice-over, bookmark, tracking, interactivity and freeplay. When the Advanced Content requires sophisticated media beyond the internal capability of the contractor, such as but not limited to IM 4, detailed 3D models, simulations or virtual environments, these should be identified in the analysis phase and brought to the attention of the PM ATTR and PD/PM CASE. The specific lesson(s) requiring the Advanced Content must be developed to the storyboard/mock-up point by the ATTR team, i.e. Instructional Design is complete. The PM ATTR will then determine an appropriate vehicle to complete development of the content. Normally, the avenues will be:
    - 1. 3D Models - if the contractor doesn't have the capability then this may be supported through the CASE Modelling Technical Investigation and Engineering Support contract; or
    - 2. Simulations - the development of Virtual Maintenance Trainers is the responsibility of the CASE project.